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ABSTRACT

This seventh in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers competence in planning and conducting an open house to publicize their programs. The terminal objective for the module is to conduct an open house in an actual school situation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, a self-check quiz, model answers, a case study to critique, a model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

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ED154215

MODULE

G-7

Conduct an Open House

MODULE G-7 OF CATEGORY G—SCHOOL-COMMUNITY RELATIONS
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

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Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

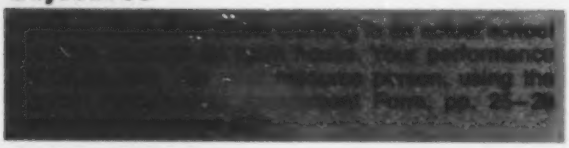
What the vocational program does and represents must be publicized, for the strength and effectiveness of a vocational program depend on the support it receives from the school and community. Public relations consists of interpreting the vocational program to students, teachers, administrators, individuals, and groups in the community. All groups cannot be reached with equal effectiveness at the same time. Therefore, the decision must be made as to which "publics" need to be reached, and which techniques should be used in reaching them.

Conducting an open house is one technique for reaching either one or several groups at a time. An open house is an event in which the general public or selected members of it (school personnel, parents, employers, other members of the community) are invited to visit the school to see for themselves the activities of the students and the functions of one or more programs in the school. It is, at the same time, a demonstration by the teachers of the qualities of friendliness and cooperation. It is a technique that can involve many faculty members and students in its planning and implementation.

An open house may involve the entire school, the total vocational program, or a single service area or program within a service area. This module is designed to prepare you to plan and conduct an open house in any of these situations.

ABOUT THIS MODULE

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and important considerations involved in planning and conducting an open house to promote a vocational program (*Learning Experience I*).
2. Given a case study describing how a hypothetical teacher planned and conducted an open house, critique the performance of that teacher (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A teacher experienced in conducting open houses with whom you can consult.

An open house event in a school near you which you can visit and observe.

Learning Experience II

Optional

1–5 peers to work with in planning activities for an open house.

Learning Experience III

Required

An actual school situation in which you can conduct an open house.

A resource person to assess your competency in conducting an open house.

This module covers performance element number 247 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the concepts and important considerations involved in planning and conducting an open house to promote a vocational program.

You will be reading the information sheet, Planning and Conducting an Open House, pp. 6–11.

You may wish to interview an experienced vocational teacher to obtain suggestions for planning and conducting an open house.

You may wish to attend an open house promoting a vocational program in a school near you.

You will be demonstrating knowledge of planning and conducting an open house by completing the Self-Check, pp. 13–14.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 15.

Activity

For information on the concepts and important considerations involved in planning, publicizing, and conducting an open house, read the following information sheet:

PLANNING AND CONDUCTING AN OPEN HOUSE

Every vocational teacher needs to develop a well-planned program of publicity to interpret and promote the vocational program. Since schools exist for the benefit of the people and are dependent upon them for support—financial and otherwise—it is essential that the public be kept informed of the objectives, needs, and existing conditions in the schools. This constant need for interpreting educational values is vitally important because schools can be improved and developed only to the extent to which the general public understands these values.

All too often, the public lacks knowledge of, and sometimes misunderstands, what the school is trying to do for young people. The public, others on the teaching staff, and the students may all hold concepts of your program which differ from each other and from those of professionals in your vocational specialty. It is, therefore, necessary for you to interpret the program effectively as a means of strengthening the program in general.

One method of introducing and explaining your vocational program to the public is through the use of an open house.[1] An open house may vary in complexity from a very simple affair in which only a few persons and a single teacher are involved, to a very complex event in which the entire community and entire school take part.

One example of a rather simple event is an open house in a secondary school for parents of new students in a beginning vocational class, planned for the express purpose of acquainting them with the purposes of the student vocational organization. An event of this nature could be very effective in increasing student membership in the youth organization as well as gaining parental support for youth organization activities.

At the other end of the scale, vocational teachers often participate in planning and carrying out their share of a **school-wide** open house which is designed to acquaint the community with the total school program. In such cases, each teacher is called upon to share with the public the overall purposes of his/her program and/or courses as well as the nature of the learning activities which characterize the program.

Sometimes, open houses consist of abbreviated class schedules with class periods lasting ten or fifteen minutes. Parents are asked to follow the daily schedule of classes of their sons and daughters, spending a few minutes in each class. In such cases, the vocational teacher must plan how to make the best use of the time available to acquaint parents with the purposes of the class, learning activities, materials, requirements, student needs, and any other considerations which will promote understanding, and enhance parental cooperation and support.

Sometimes school-wide open houses, and open houses confined to the vocational program, are planned in order for the general public to visit departments, classrooms, and laboratories as they desire. When open houses are structured in this manner, a very wide variety of methods and techniques may be employed to tell the public about the vocational program.

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1. To gain skill in planning a comprehensive school-community relations effort, of which open houses may be a part, you may wish to refer to Module G–1, *Develop a School-Community Relations Plan for Your Vocational Program.*

For example, displays and samples of student class and laboratory work may be exhibited, laboratory equipment may be displayed, demonstrations may be given, and videotape or slide/tape presentations of student learning activities may be used. Students, individually and in groups, may plan, develop, and present many of the activities to acquaint visitors with various aspects of their vocational program.

There are several reasons why a vocational teacher may need to conduct or participate in an open house for parents, students, and the community to promote the vocational program. Among these are—

- to acquaint prospective students and parents with the opportunities and advantages of enrollment in the school or vocational program
- to communicate to parents of students the need for, and advantages of, a student occupational experience program
- to provide an opportunity for students to be given recognition for their work in the program and the quality of their products or services
- to develop awareness on the part of the business community of the need for their cooperation in providing opportunities for students to gain occupational experience
- to develop parents' understanding of the purposes and advantages of student participation in the student vocational organization
- to develop public awareness of vocational program needs in terms of facilities, equipment, expanded offerings, etc.

There are any number of reasons, both general and specific, why it is good public relations and good business for a school to open its doors to the public at regular intervals. A broad, but important, consideration is the neighborliness of the gesture—an indication that vocational teachers are perfectly willing to satisfy the natural curiosity of the public as to what actually goes on in the schools. In any community, hundreds of people pass various schools every day, sometimes wondering what goes on inside, but seldom having an opportunity to see for themselves. The school which makes this opportunity available to the public will have taken a long step toward good community relations.

Identifying Objectives and Activities

In planning an open house, remember that, although your **overall** purpose is to promote the vocational program and familiarize members of the school and community with activities of the program, you must establish **specific objectives** for the event, and then plan ways of meeting these objectives. You should identify the unique needs of your school and your program, and then decide how much you can do given your situation.

For example, if your community is renowned for its enthusiastic support of vocational education programs, you probably don't need to plan activities designed to persuade the public of the advantages of enrolling in vocational education programs. You might, however, wish to show your guests how their support has been put to good and productive use in your school.

How much you can do depends on the amount of time and space you have available, whether you will be taking part in a school-wide open house or one limited to the vocational program (all of it, or just your service area or classroom), which public(s) you are trying to reach (the whole community? . . . parents only? . . . nonvocational students and faculty in your school?), etc.

Identifying clear-cut objectives will help you to plan worthwhile activities. For example—

- *Objective.—To explain the purpose of the student vocational organization to nonmembers and their parents.*

  Activities.—Develop a bulletin board centered around your organization's insignia, displaying the creed, pictures of members involved in leadership activities and contests, etc.
- *Objective.—To gain support from the business community for the cooperative vocational education program.*

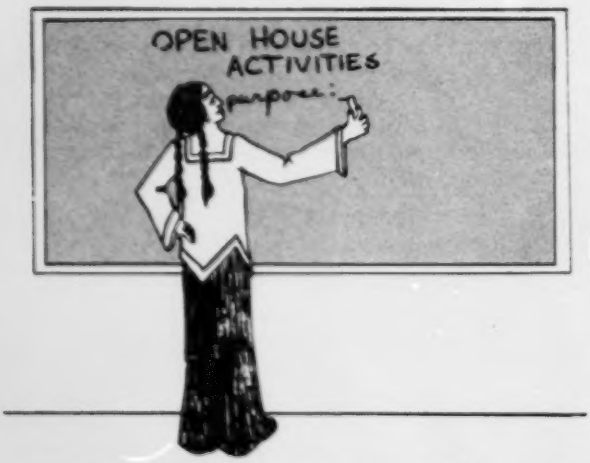
  Activities.—Ask an employer and/or on-the-job instructor to speak on the advantages of providing a training station.

- *Objective.—To increase community awareness of the need for up-to-date facilities and equipment in the vocational program.*

  Activities.—Conduct a tour of the facilities and/or laboratories, perhaps followed by a slide/tape presentation on the latest developments in equipment and facilities.
- *Objective.—To inform parents and students who have expressed an interest in vocational education of opportunities available to graduates of your program.*

  Activities.—Construct an exhibit featuring pictures of your graduates on the job and blown-up newspaper classified sections indicating openings in your field; and/or ask one or more of your graduates to speak on their successful work experiences.

The possibilities are many, limited only by your imagination and, of course, your available resources and the type of open house event to be conducted. The important point is that any open house activities you plan should have a clear **purpose,** just as an effective lesson is built around a precisely stated student performance objective.



Following is a list of some other activities in the various service areas which could take place during an open house. As you read through the list, try to determine what objective(s) such activities could help achieve, and the various publics each activity might be designed to reach.

- Students from the home economics department may bake pastries for guests to sample, or entertain guests with a small fashion show while refreshments are served.
- Guests may watch industrial arts students produce various items in the laboratory. These items (such as small calendars, memo pad holders, etc.) could be distributed as souvenirs to the guests.
- A typing competition could be held among some of the business education typing students.
- A skit might be performed by distributive education students depicting the proper way to deal with an irate customer.
- Health services students might give preliminary dental examinations to volunteers.
- Printing students might describe the services they can provide to the public and distribute samples of their work.
- New or sophisticated techniques and equipment may be demonstrated by cosmetology students.
- A display might be set up of the record books of students in the supervised occupational experience program in agriculture.

In one way or another, all of these activities promote and explain the vocational program or some aspect of it. Each could also help achieve a specific objective or set of objectives. Suppose, for example, that the community has been unaware that the printing department is able to provide services to the general public, and that your students have thus been deprived of some valuable "real world" experiences. Having students describe what they can do and pass out samples of their work could generate the kind of community participation and support that is needed.

Planning and Coordinating the Open House

Although the people involved in planning and implementing the open house will vary with the type of open house considered, students and other faculty members should be included in these activities. This provides both an opportunity for cooperation among the faculty and a learning experience for students.

The successful open house requires, in most cases, weeks of careful planning by the vocational teacher, fellow teachers, students, administrators, and custodians. An important step in planning a program you have tentatively decided upon should be a meeting or a series of conferences involving those who will participate in the open house. You should give all participants a clear understanding of the purpose of opening the doors to the public. The various advantages to the school of conducting an open house event should be adequately defined for those who will assist in developing the plans.

Only when this complete understanding has been achieved and cooperation assured can the

definite responsibilities of the various members be established. Two further items to be considered early in the planning stage are the budget (to be determined after consultation with the administration) and the involvement of guests in the proposed activities.

Decisions concerning the content of the program should be made early in the planning stage so that necessary preparation can be made. If outside speakers will be involved, or if students will be making presentations, early contact and preparation is important if things are to run smoothly. Similarly, if bulletin boards and/or displays will be part of the program, or films and/or slides are to be shown, equipment and materials must be located and acquired, and preparation of any exhibit or audiovisual presentation begun well in advance of the event.

One person should oversee and coordinate the entire event. A school-wide open house may be under the direction of the principal, director, or an administrator specially designated for the job, and vocational teachers need to coordinate their plans with the overall plans for the school. In the case of the open house involving only the vocational program or a segment of it, the vocational teacher will sponsor and be responsible for the event.

In the latter case, you would have the overall responsibility for having the facilities in condition to show to the public. You are best qualified to set the date of the event on the basis of (1) the time which will be required to complete preparations, and (2) the other school and public activities which might compete for attendance with the open house. The open house should cause a minimum of interruption to the vocational education program, but permit the public to see and clearly understand all of the most important operations and activities of that program.

You should appoint several student chairpersons to organize and to run the several facets of the open house. Depending on the size of the program and the complexity of the plans for the open house, there may need to be chairpersons for publicity, guest reception, facilities, program, display, entertainment, and cleanup.

The duties of the **publicity** chairperson are particularly important. He/she should obtain as much coverage as possible for the open house in local newspapers (see Sample 1) and on radio and television. He/she may also use exhibits, bulletin boards, and a brochure to stimulate interest in the open house.[2] In addition to promotional activities, the publicity chairperson may also be in charge of invitations.

The **reception** chairperson should arrive early and make a final check to see that everything is in proper order. He/she should arrange seating so that the guests can see and participate freely in the program. For discussions, a circle or semicircle is a good arrangement. A small group can be seated around a table to encourage free exchange of ideas. For a large group, chairs can be placed around several tables arranged to form a rectangle. Several tables can be used for buzz sessions, or the tables can be arranged for easy viewing of the speakers and other group members.

2. To gain skill in planning and conducting such publicity activities, you may wish to refer to Module G-3, *Develop Brochures to Promote Your Vocational Program*; Module G-4, *Prepare Displays to Promote Your Vocational Program*; Module G-5, *Prepare News Releases and Articles Concerning Your Vocational Program*; and Module G-6, *Arrange for Television and Radio Presentations Concerning Your Vocational Program*.

The reception chairperson should see that the guests are properly greeted and directed as they arrive for the open house, introducing them to you, and to each other. The reception chairperson helps build the atmosphere of friendliness, helpfulness, and cooperation vital to the success of the open house.

The person in charge of **facilities** should prepare the room and arrange for any special equipment that is required. He or she should provide such items as chalk, pencils, or paper for presentations, and set up film projectors, screens, or sound systems. At the time of the open house, the facilities chairperson should be asked to arrive early to check the room temperature, lighting, microphone heights, screen placement, and the operation of electrical equipment.

It can also be the responsibility of this person to check the facilities and laboratory equipment to see that there are no safety hazards to visitors. If laboratory work is going on as part of the open house activities, special precautions may need to be taken to ensure the safety of visitors (e.g., furnishing each person with safety glasses).

The **program** chairperson can help select personable students to act as guides to conduct the guests through the facilities. Where the facilities or exhibits are extensive, it might be wise to have a student placed at each important area to give a brief presentation on what is located at that particular stop. This allows a number of students to participate in the open house, and gives the visitors more variety than if one student did all the talking. The program chairperson can assist in preparing scripts for use by the speaker at each stop to ensure that key points are covered.

A **display** chairperson can be assigned the responsibility of coordinating the planning and constructing of all displays for the open house. You will, of course, maintain overall direction of display design and preparation, but students can be involved in a variety of ways. The chairperson may assist with design, gather materials for display, acquire construction materials, supervise construction, coordinate setup, and be responsible for dismantling the display.

Not every open house will include plans to entertain visitors, but when refreshments are to be served, an **entertainment** chairperson will prove invaluable. The duties of this person may be to arrange to provide refreshments (cookies, punch, coffee, etc.), help select hosts and hostesses, supervise the serving, and be responsible for cleaning up.

If each chairperson takes care of the cleanup for his or her own area of responsibility, there may not need to be an overall **cleanup** chairperson. However, if the arrangements require it, a separate individual may be placed in charge of the effort to set the room in order, remove debris, and, in general, restore the facilities to their normal operating condition after the visitors have gone.

With careful planning and preparation, the open house event should run smoothly. You should give students as much responsibility as possible for carrying through the actual event, but you will need to be on hand at all times to answer questions and solve problems which may arise, as well as to carry out your designated part in the program.

If the open house consists of an abbreviated class schedule in which parents observe classes in session, you may need to make some introductory remarks to prepare the parents for what they will be observing, and/or to set aside some time for questions on the classroom activities they have seen. Whether your part in the actual event is extensive, or limited mainly to supervising the activities, you are ultimately responsible for seeing to it that the open house event does, in fact, achieve its objectives and present the vocational program in the best possible light.

SAMPLE 1

NEWSPAPER PUBLICITY

The President, Trustees and Faculty

Cordially Invite You to Attend

the
Third Annual
Smithville Technical College
Open House

Sunday, March 14
one to five pm

1776 Main Street
Smithville, Oregon

- ***View the outstanding facilities of one of the state's most progressive technical colleges***
- ***See students conduct experiments, demonstrate scientific and technical equipment***
- ***Ask faculty about our varied courses***
- ***Talk to administrative staff about job opportunities, programs, registration***

MAKE SMITHVILLE TECHNICAL COLLEGE AN IMPORTANT STOP ON SUNDAY

You may wish to interview an experienced vocational educator in your service area to obtain suggestions for planning and conducting an open house. You may record these ideas for use as you plan an open house with students and other faculty members.

If an open house is being held in a school near you, you may wish to attend the event, making note of the kinds of activities taking place; the types of displays, presentations, etc., available; the way various responsibilities have been assigned; the role of the vocational teacher; etc. With the teachers' permission, you may wish to take photographs to record the event for yourself. Based on what you see, determine what the specific objectives of the open house are, and assess how well the program meets these objectives.

The following items check your comprehension of the material in the information sheet, Planning and Conducting an Open House, pp. 6–11. Each of the four items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Critique the following definition: "An open house is a school-wide event designed to acquaint the total community with the total school program."

2. You are involved in a planning session for an open house, and a fellow faculty member says that he doesn't see why "we have to spend time coming up with specific objectives for this thing. We know that we're supposed to explain our vocational program. Let's just brainstorm some ideas for activities and be done with it." How would you answer?

3. Why, and in what ways, should students be involved in an open house event?

4. What are your responsibilities as a vocational teacher in charge of an open house?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Aside from the fact that not every open house is school-related, this definition limits the open house to a large-scale event involving the whole school, the whole community, and the whole school program. Although many school-related open houses do fall in this category, open houses vary widely in scope and focus from those involving only one classroom, department, or program, to those involving the entire school. Depending on the need which has been identified, and the objectives defined for the event, the audience or "public" invited to visit may range from a few parents (or other selected guests) to the whole community.

2. It is true that, as a vocational teacher, "promoting and explaining" your program will be the overall purpose of your involvement in an open house event. But what, exactly, does that mean? You need to say more than that you want to explain or inform so that the public will understand and support the program.

   In the first place, such an objective (though undoubtedly true and worthwhile) is **too general** to indicate the specific needs, unique to your situation, to be addressed, or to give more than general guidance in making concrete plans for the event. In addition, it is so broad that it could involve more activities than can be accomplished within your particular constraints of time, space, and facilities. You need to break this overall objective down into more precise objectives which can be achieved in your situation, and which lend themselves to concrete activities.

3. Students can and should be involved in both planning and conducting an open house. This is an excellent opportunity to provide learning experiences for students which will develop their planning and leadership skills; their ability to assume responsibility; and their pride in themselves, their school, and their future occupations.

   Students can be given total responsibility for, and/or can serve on committees in charge of, planning and setting up displays, publicity, refreshments, etc. Students can take an active part in the program, doing such things as giving presentations, demonstrating and explaining their work, acting as guides, distributing student-produced souvenirs, and welcoming guests.

4. The person in charge of the event has the overall responsibility for coordinating and supervising the planning and preparation for the open house, as well as the actual event. Any follow-up activities (thank-you notes to guest speakers, evaluation sessions) would also be your responsibility. This does not mean that you must do everything. On the contrary, you should involve as many students and faculty as possible in planning and carrying out the open house.

   But, it is your responsibility to oversee administrative details (setting the date, checking with school officials, securing an adequate budget, etc.); to arrange the planning meeting(s); to guide participants in identifying objectives and activities; to appoint and supervise chairpersons for various aspects of the event; and, in general, to see that things run smoothly.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Planning and Conducting an Open House, pp. 6–11, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

Given a case study describing how a hypothetical teacher planned and conducted an open house, critique the performance of that teacher.

You will be reading the Case Study, pp. 18–19, and writing a critique of the performance of the teacher described.

You will be evaluating your competency in critiquing the teacher's performance in planning and conducting an open house by comparing your completed critique with the Model Critique, pp. 21–22.

You may wish to work with a group of peers in identifying specific objectives for an open house, and planning activities to achieve those objectives.

The following Case Study describes how a vocational teacher, Ms. Vaughn, planned and conducted an open house event. Read the situation described, and then **explain in writing** (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have handled her responsibilities.

CASE STUDY

Ms. Vaughn, the head of the home economics department at Smithville High School, decided that it would be a good idea to conduct an open house to promote the total home economics program. Enrollment had been dropping steadily, and she thought that a pleasant evening in which students, parents, and faculty could socialize, and in which the parents could be shown some of the work their children were doing, might be good publicity for the program. She was very proud of the work of her own students in child development, and wanted their parents to see what their sons and daughters had accomplished. She was sure the other faculty members in home economics would support the idea.

Ms. Vaughn decided that a fashion show involving the fashion merchandising students, during which the food service students served refreshments they had prepared in class that day, would be an excellent activity. Then, she and the other faculty could conduct tours of their classrooms and laboratories, pointing out the various projects in which students were involved.

Ms. Vaughn discussed her plans with the school administration and determined that the event could be handled within her departmental budget. Several possible dates were suggested, and after checking the school calendar to make sure there was no conflict, she decided on the Tuesday evening of the following week. This gave her a full week to make preparations, and she was sure this was adequate since she had much of the program mapped out already.

The next day, Ms. Vaughn got together in the teachers' lounge with the other faculty members, and told them of her plan to hold an open house. They were all enthusiastic about the idea, and several came up with suggestions for activities. Ms. Vaughn was delighted with the response and suggested that each teacher go ahead and make plans for activities involving his/her own classes. This way, there would be plenty of interesting things to see and do during the open house. She spoke to the fashion merchandising and the food service teachers, and although they were hesitant at first to add a new element to their carefully planned curriculum on such short notice, they agreed to handle the fashion show and refreshments, as well as to work up some plans of their own.

That day, Ms. Vaughn appointed one student in each of her classes to see to it that student projects would be on display in the laboratory on the night of the event. She asked her students to tell their parents about the open house and to encourage their attendance.

On Monday morning, Ms. Vaughn asked one of her most articulate and self-confident students to be in charge of reception and to arrive early enough to make sure the classrooms and laboratories were set up properly. She made a final check with the other home economics teachers, and they assured her that they were ready.

There was a rather small turnout Tuesday night (the majority were parents of Ms. Vaughn's students). Ms. Vaughn found out later that many of the parents had attended a PTA meeting at the elementary school to discuss the rising use of drugs among younger students in the community. However, those who attended enjoyed the fashion show and refreshments, and complimented Ms. Vaughn and the other teachers on the fine work they were doing with students.

There was some confusion in that so much was going on in the various rooms that the guests had to pass up some activities they might have enjoyed. Ms. Vaughn got a little tired of giving the same talk as she conducted groups of parents through her area to view student projects. She was also annoyed to find that only **completed** projects were on display—some of the work in progress was extremely interesting and more reflective of the advanced work her students were capable of doing.

A few parents were heard wondering why Mr. Hansen spent so much time pleading for training stations for his co-op students, and so little time explaining his program. Ms. Flanders said she wished the exhibit on job opportunities in home

economics had covered options in her daughter's field of interest.

All in all, however, Ms. Vaughn was satisfied with the open house. She managed to catch a few students before they left and asked them to clean up as much as possible and turn out the lights before leaving.

NOTES

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

On the surface, the open house as planned and conducted by Ms. Vaughn seemed to go fairly well. Parents were given an opportunity to see the work their sons and daughters were doing in the various home economics classes, and several worthwhile and interesting activities took place. But, the open house was not nearly as effective as it could have been had Ms. Vaughn done a better job of planning and **coordinating** the event.

In the first place, she failed to clearly identify the **objective(s)** of the open house and to plan the activities accordingly. Originally, Ms. Vaughn had identified a specific need unique to the home economics program—enrollment had been dropping steadily. Several factors could account for this trend, but one might well be lack of knowledge in the school (among students in general, guidance counselors, other faculty) and community of the variety of course offerings in the home economics program, and the career opportunities available to graduates of the program.

If Ms. Vaughn had thought this through, she probably would have defined a different, more specific, and more appropriate major objective than "to show parents their children's work" (and, incidentally, to allow the guests to "socialize"). These are worthy objectives, but they do not address directly the need she identified.

Had she considered carefully what it was she was trying to accomplish by holding an open house, she would have spelled out at least one main objective related to informing the public of the opportunities available to graduates of the home economics program. She would then have identified a much larger and more varied audience than students already in the program and their parents. In this case, there is obviously much less need to inform these people than to reach **others** in the school and community.

One way to have avoided getting "off the track" would have been to hold a serious planning meeting (or series of meetings) with the home economics faculty and selected students. Ms. Vaughn **told** her peers of her plan to conduct an open house, but she apparently did not clearly explain the need, as she saw it, for the event. Furthermore, she certainly did not guide the group in defining specific objectives and activities to achieve them.

The result was an enthusiastic, but haphazard, "planning" session. Many ideas were expressed, but instead of directing the group in sorting out these ideas based on identified objectives for the event, Ms. Vaughn let everyone make his/her own plans without coordinating and supervising the efforts.

The result was a hodgepodge of activities without any apparent focus—some appropriate for the invited guests and for the one objective which **had** been agreed upon, and some not. What did Mr. Hansen's plea for training stations have to do with informing parents of their children's work and progress? If this was a real need, shouldn't the business community have been invited to attend? The exhibit on job opportunities could have helped achieve Ms. Vaughn's **original** purpose. However, since this purpose had been forgotten in the planning, and since no one coordinated the planning of exhibits and displays, it was incomplete—helpful for some parents and students, but not for others.

Because she did not understand the degree of planning and preparation required for a successful open house involving the entire home economics program, Ms. Vaughn did not allow nearly enough time to prepare for and publicize the event. She was correct in going to the administration to discuss her plans, and in checking the school's calendar for a possible conflict, but she neglected to make sure that important community events were not planned for the same evening. This contributed to the small turnout.

Even had there been no conflict, however, Ms. Vaughn should have scheduled the event for a later date, to allow for the printing of invitations and for more adequate publicity. An item in the school newspaper, a radio announcement, a bulletin board display, posters in store windows, etc., would have reached the larger audience she

should have been aiming at. Depending solely on her students' word-of-mouth invitations to their parents on such short notice practically guaranteed a small attendance. We don't know how (or whether) the other faculty members publicized the event. Judging by the small turnout, mainly parents of Ms. Vaughn's students, they probably thought someone had been put in charge of this aspect of the event.

Someone should have been appointed to take care of publicity, in the same way that chairpersons (and/or committees) should have been appointed for other aspects of the event (program, reception, cleanup, etc.). If Ms. Vaughn had done this, and then maintained control of the overall planning through regular meetings and/or reports, the confusion during the event could have been avoided. For example, a program or schedule could have been developed and passed out to the guests so that they could select activities or displays of most interest to them, or the program could have been coordinated so that key activities were not taking place simultaneously.

Although she did appoint several students to plan and set up the display, Ms. Vaughn failed to follow up on their work to ensure that an effective job was being done. Apparently someone did a good job in planning and supervising the fashion show and refreshments, but we don't know whether this was the work of a committee, or one or two organized teachers—and neither does Ms. Vaughn. We do know that the fashion merchandising and food services teachers should have had more time to work the event into their curriculum so that student involvement could have been planned around achievement of unit and lesson objectives.

Ms. Vaughn's involvement of her own students was minimal, unfortunately. A few students were given far too much to do in too little time, while the rest functioned simply as guests. Students could have worked on several committees, acted as guides (which also might have eliminated some of the confusion), and given presentations and/or demonstrations related to their work. Aside from eliminating the need for Ms. Vaughn to do it all herself, this would have been an excellent learning experience for students.

We don't know whether Ms. Vaughn planned any follow-up activities (for example, a meeting with faculty and students to evaluate the event and discuss ways to improve the next open house). We can only hope that, in the future, she recognizes the need for more thorough planning, coordination, and cooperation in holding such an event.

LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Planning and Conducting an Open House, pp. 6–11, or check with your resource person if necessary.

You may wish to assume that you and a group of peers have been asked to plan and prepare for an open house event to promote your vocational education program or some aspect of it. Decide first on the **scope** of the open house; then, develop some specific **objectives** for the event. Next, list one or more activities that might help achieve each of these objectives. Make these activities as specific as possible. For example, instead of saying, "Display students' work," say, "Set up stations around the _____ laboratory displaying students' completed projects. Have students available in each area to explain their work."

Next, describe the student participation you would plan, including student committees you would organize. Finally, decide on appropriate publicity techniques you would use to promote attendance at the open house.

Learning Experience III

FINAL EXPERIENCE

While working in an actual school situation,* conduct an open house.

As you fulfill your teaching duties, determine when an open house could be used effectively to explain and promote your vocational program. Based on that decision, conduct (or assist in the conducting of) an open house. This will include—

- planning an open house to promote your vocational program or some aspects of it
- involving students and other faculty in the planning
- directing/assisting with publicity for the event
- directing/assisting with preparations for the event
- directing/assisting with the actual event

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., four to six weeks).

Arrange in advance to have your resource person review your documentation and, if possible, attend the open house.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 25–26.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in conducting an open house.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Conduct an Open House (G–7)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning the open house, the teacher:						
1. involved students and other faculty	☐	☐	☐	☐	☐	☐
2. explained to the planners the need for the event	☐	☐	☐	☐	☐	☐
3. guided the planners in defining specific objectives for the event	☐	☐	☐	☐	☐	☐
4. guided the planners in identifying the audience or public(s) to be reached	☐	☐	☐	☐	☐	☐
5. guided the planners in identifying activities to achieve the objectives	☐	☐	☐	☐	☐	☐
6. obtained approval for all plans from the school administration	☐	☐	☐	☐	☐	☐
7. assigned chairpersons and/or committees to handle:						
a. publicity	☐	☐	☐	☐	☐	☐
b. guest reception	☐	☐	☐	☐	☐	☐
c. facilities	☐	☐	☐	☐	☐	☐
d. display/exhibits	☐	☐	☐	☐	☐	☐
e. program	☐	☐	☐	☐	☐	☐
f. entertainment/refreshments	☐	☐	☐	☐	☐	☐
g. cleanup	☐	☐	☐	☐	☐	☐
8. scheduled the date and time for the open house so that:						
a. there was no conflict with major school and/or community events	☐	☐	☐	☐	☐	☐
b. there was ample time to plan, publicize, and make preparations	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
9. actively supervised and coordinated the preparations for the event	☐	☐	☐	☐	☐	☐
In conducting the open house, the teacher:						
10. made sure that students and faculty knew their assignments and were in their places	☐	☐	☐	☐	☐	☐
11. made a final check of facilities, displays, and materials before the guests arrived	☐	☐	☐	☐	☐	☐
12. fulfilled his/her responsibilities in meeting guests, making presentations, etc	☐	☐	☐	☐	☐	☐
13. was available to students and faculty to answer questions and solve problems as they arose	☐	☐	☐	☐	☐	☐
14. followed through with cleanup, thank-you notes, and evaluation of the event	☐	☐	☐	☐	☐	☐
As planned and conducted by the teacher, the actual open house:						
15. involved students in a variety of ways (working on committees, acting as guides, making preparations, etc.)	☐	☐	☐	☐	☐	☐
16. functioned smoothly and went according to plan	☐	☐	☐	☐	☐	☐
17. attained the identified objectives	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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